

Dec 6 – Dec 21  
(12 days)

# GEOMETRY AND THE COORDINATE PLANE

CONTENT STANDARDS			PRACTICE STANDARDS
DOMAIN – GEOMETRY			<p><i>Practice standards are embedded in every lesson throughout the curriculum, although not every practice will be found in every lesson. Numbers 1 and 6 should be evident in every lesson, and the other practices should be embedded as is appropriate to the lesson content and structure.</i></p> <ul style="list-style-type: none"> <li>• Make sense of problems and persevere in solving them.</li> <li>• Reason abstractly and quantitatively</li> <li>• Construct viable arguments and critique the reasoning of others</li> <li>• Model with mathematics</li> <li>• Use appropriate tools strategically</li> <li>• Attend to precision</li> <li>• Look for and make use of structure</li> <li>• Look for and express regularity in repeated reasoning</li> </ul>
CLUSTERS	Graph points on the coordinate plane to solve real-world and mathematical problems	<p><b>5.G.1</b> Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., axis and x-coordinate, y-axis and y-coordinate).</p> <p><b>5.G.2</b> Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation</p>	
	Analyze patterns and relationships	<p><b>5.OA.3</b> Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i></p>	